

Common Criteria and Quality Indicators
for Secondary Career and Technical Education Programs Evaluation and Program Improvement Tool

The Office of College and Career Readiness has developed the
Common Criteria and Quality Indicators (CCQI) for Secondary Career and Technical Education (CTE) Programs.

The six common criteria are:

- Criteria 1 – Programs of Study
- Criteria 2 – Curriculum
- Criteria 3 – Instruction
- Criteria 4 – Assessment
- Criteria 5 – Career and Technical Student Organizations
- Criteria 6 – Program Management and Planning

These criteria, along with the supporting quality indicators, are designed to provide guidance and direction in establishing, maintaining, and evaluating quality CTE programs.

There are three sections to this document:

1. Each Criteria and Quality Indicator has a rubric that can be used as a guide for determining where a program stands with regard to each criteria and quality indicator.

Level Descriptions			
Level 4 Exemplary	Level 3 Operational Level of Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 1 Little or No Development and Implementation

2. Appendix A lists suggested documentation for each of the quality indicators.
3. Appendix B is a sample program improvement template that can be used as a tool by local instructors after completing the rubric as a way of prioritizing improvement strategies.
4. Appendix C is the list of program assurances that must be followed in order to remain an approved CTE program.

For more information about the *Common Criteria and Quality Indicators for Secondary Career and Technical Education Programs*, contact the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness at 573-751-3500 or visit the [CCQI website](#).

Program Area Being Evaluated:

- ☐ Agricultural Education
- ☐ Business Education
- ☐ Cooperative Education
- ☐ Family Consumer Sciences and Human Services
- ☐ Health Sciences: CIP Code _____
[Refer to the Core Data Manual for the specific program CIP Code](#)
- ☐ Marketing Education

- ☐ Project Lead the Way (PLTW) Biomedical Science
- ☐ Project Lead the Way (PLTW) Computer Science
- ☐ Project Lead the Way (PLTW) Engineering
- ☐ Skilled Technical Sciences: CIP Code _____
[Refer to the Core Data Manual for the specific program CIP Code](#)
- ☐ Technology and Engineering

Building Name:

CRITERIA 1 – PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved CTE program offered which sequences academics and CTE content, leading students to attain a postsecondary degree, industry-recognized certificate or credential (IRC), or entry into the workplace with a skill set conducive toward career advancement.

Quality Indicator 1 – Vertically aligned and incorporated secondary and postsecondary education elements.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.1
<p>At least 90% of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of 3 or more credits and requires concentrators to take advanced CTE credit to supplement career focus.</p> <p>The program of study creates a career pathway to prepare students for the transition to postsecondary education.</p>	<p>At least 75% of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of 3 or more credits.</p> <p>The program of study addresses employability skills that employers desire of employees.</p>	<p>At least 40% of the program of study is aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes a sequence of 2 to 2.5 credits.</p> <p>There is no evidence the program of study addresses the employability skills that employers desire of employees.</p>	<p>The program of study is not aligned with current secondary and postsecondary technical content standards.</p> <p>The program of study includes less than 2 credits.</p>	

Quality Indicator 2 – Horizontally aligned academic and CTE content in a coordinated, non-duplicative progression of courses.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.2
<p>The program of study is fully aligned with Missouri's learning standards for literacy, mathematics, and science.</p>	<p>At least 75% of the program of study is aligned with Missouri's learning standards for literacy, mathematics, and science.</p>	<p>At least 40% of the program of study is aligned with Missouri's learning standards for literacy, mathematics, and science.</p>	<p>The program is not aligned with Missouri's learning standards for literacy, mathematics, and science.</p>	

Quality Indicator 3 – Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and/or apprenticeship agreements related to the CTE program.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.3
<p>The CTE program is supported by articulation agreements with multiple postsecondary institutions (instate and outstate).</p> <p>Articulation/dual enrollment/apprenticeship agreements are reviewed annually.</p> <p>Students are participating in articulation/dual enrollment as indicated in their Individual Career and Academic Plan (ICAP).</p>	<p>The CTE program is supported by articulation agreements with postsecondary institutions within a region of the state.</p> <p>Articulation/dual enrollment/apprenticeship agreements are reviewed every two to three years.</p> <p>Students and parents/guardians are made aware of articulation/dual enrollment opportunities.</p>	<p>The CTE program is supported by an articulation agreement with a technical or community college.</p> <p>No evidence is found that articulation/dual enrollment/apprenticeship agreements are reviewed at least every three to four years.</p> <p>Students and parents/guardians are not made aware of articulation/dual enrollment opportunities.</p>	<p>No articulation or apprenticeship agreement exists for the CTE program.</p> <p>No dual enrollment policy is in effect for the CTE program.</p>	

Quality Indicator 4 – Leads to a DESE-recognized industry-recognized certificate or credential (IRC) or stackable credential at the secondary level, if applicable and/or leads to a DESE-recognized IRC and/or dual credit at the postsecondary level.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	1.4
<p>District provides funding for DESE-recognized IRC/stackable credential exam fees.</p> <p>Upon completing the program, students are required to take a DESE-recognized IRC/stackable credential exam.</p> <p>100% of DESE-recognized IRC/stackable credential exams earned are reported.</p> <p>Pass rates on DESE-recognized IRC/stackable credential exams exceed 90%.</p>	<p>Upon completing the program, 51 to 75% of students take a DESE-recognized IRC/stackable credential exam.</p> <p>100% of DESE-recognized IRC/stackable credential exams earned are reported.</p> <p>Pass rates on DESE-recognized IRC/stackable credential exams are 76 to 90%.</p>	<p>Upon completing the program, 26 to 50% of students take a DESE-recognized IRC/stackable credential exam.</p> <p>Less than 100% of DESE-recognized IRC/stackable credential exams earned are reported.</p> <p>Pass rates on DESE-recognized IRC/stackable credential exams are 50 to 75%.</p>	<p>Upon completing the program, fewer than 26% of students take a DESE-recognized IRC/stackable credential exam.</p> <p>Less than 100% of DESE-recognized IRC/stackable credential exams earned are reported.</p> <p>Pass rates on DESE-recognized IRC/stackable credential exams are below 50%. - OR - The industry does not have a secondary certificate or credential available.</p>	

CRITERIA 2 – CURRICULUM

The CTE program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

Quality Indicator 1 – The written curriculum guide includes the required MSIP6 components (TL3D), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards (TL3E).

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	2.1
<p>The district has a rigorous, written CTE curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSS leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p> <p>The written, taught, and assessed curriculum is the same.</p>	<p>The district has a rigorous, written CTE curriculum for the program and/or course(s) that includes the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content and skills that all students should know and be able to do, including CTSS leadership content, has been identified.</p> <p>Adequate instructional time is available to implement the written curriculum.</p>	<p>The district has a written CTE curriculum for the program and/or course(s) that includes most of the required components and is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p> <p>Essential content has been identified.</p>	<p>The district does not have a written CTE curriculum containing the required components and that is aligned to the most recent version of Missouri's learning standards and applicable industry standards.</p>	

Quality Indicator 2 – The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	2.2
<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs, and instructional technology.</p> <p>The district's written curriculum development and revision processes include 7-14 vertical teams of instructional staff and administrators (including instructors of all student populations) who meet regularly to ensure articulation and vertical alignment.</p>	<p>Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually and revised to reflect changes occurring in industry, student needs, and instructional technology.</p>	<p>Written procedures are in place and administrators ensure that some written curriculum is implemented and is a part of the district's program evaluation plan.</p> <p>The curriculum is reviewed annually but there is no consistency or assurance that revisions reflect changes in industry, student needs, and instructional technology.</p>	<p>Written procedures may be in place, but procedures to ensure that the written curriculum is implemented and is a part of the district's program evaluation plan are not in place.</p> <p>The curriculum is not annually reviewed and revised to reflect changes occurring in industry, student needs, and instructional technology.</p>	

CRITERIA 3 – INSTRUCTION

Written curriculum drives classroom instruction.

Quality Indicator 1 – Lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.1
<p>A defined process exists to systematically design lesson plans and teaching calendars based on curriculum guides.</p>	<p>Lesson plans and teaching calendars are clearly based on curriculum guides.</p>	<p>Most lesson plans and teaching calendars are based on curriculum guides.</p>	<p>Lesson plans and teaching calendars are not derived from curriculum guides.</p>	

Quality Indicator 2 – A variety of instructional methods and strategies are used to accommodate learning needs.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.2
<p>Instructional methods and strategies are consistently varied in lesson plans to accommodate learning needs.</p>	<p>Instructional methods and strategies are varied in most lesson plans to accommodate the learning needs of the majority of students.</p>	<p>Instructional methods and strategies are being added to existing lesson plans to accommodate learning needs.</p>	<p>Instructional methods and strategies are selected to meet the needs of the instructor rather than students and are not varied to accommodate learning needs.</p>	

Quality Indicator 3 – Effective research-based classroom management techniques facilitate instruction.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.3
A variety of classroom management techniques are consistently used and regularly evaluated.	A variety of classroom management techniques are consistently used.	Classroom management techniques are incorporated in a majority of lessons.	Classroom management techniques are not consistently used to facilitate instruction.	

Quality Indicator 4 – Program goals, measureable learner objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.4
There is a process to systematically share information regarding objectives, assessment methods, and performance expectations with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is shared consistently with students and parents/guardians prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is shared only with students prior to instruction.	Information regarding objectives, assessment methods, and performance expectations is not shared or shared inconsistently with students and parents/guardians prior to instruction.	

Quality Indicator 5 – School, community, and industry resources are effectively used to achieve curricular and program goals.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.5
There is a process to continually identify, utilize, and evaluate school and community resources which can be used to effectively achieve curricular and program goals.	An increasing number of school and community resources are used to effectively achieve curricular and program goals.	Several school and/or community resources are regularly used to effectively achieve curricular and program goals.	School and/or community resources are occasionally used to effectively achieve curricular and program goals.	

Quality Indicator 6 – Appropriate technology, equipment, and instructional materials are utilized to support the curriculum and instructional process.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.6
<p>The annual plan for program evaluation specifies a process to systematically budget, purchase, maintain, and evaluate the effectiveness of technology, equipment, and instructional materials for achieving curriculum and instructional goals.</p> <p>The program uses appropriate state of the art technology, equipment, and instructional materials based on industry standards in every course.</p> <p>Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is consistently assessed.</p>	<p>A variety of technology, equipment, and instructional materials are available and utilized to support the curriculum and instructional process.</p> <p>The program uses appropriate technology, equipment, and instructional materials in every course.</p> <p>Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is assessed.</p>	<p>Limited technology, equipment, and instructional materials are available to support the curriculum and instructional process.</p> <p>Technology, equipment, and instructional materials are used in a limited way or are outdated.</p> <p>Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is inconsistently assessed.</p>	<p>Technology, equipment, and instructional materials are not available or are of poor quality to support the curriculum and instructional process.</p> <p>Students' ability to understand and use technology, equipment, and instructional materials in the context of their occupational field is not assessed.</p>	

Quality Indicator 7 – Work-based learning supports program objectives, where appropriate.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.7
<p>Work-based learning opportunities include registered youth apprenticeships, internships, cooperative work experiences, mentorships, job shadowing, clinical rotations, and field trips.</p> <p>A formal internship training plan and the work-based learning opportunities are linked directly to school studies and learner outcomes.</p> <p>There is ongoing formal communication between the school and the business(es) providing the work-based learning to ensure quality experiences for students and employers.</p> <p>Students are required to complete school assignments related to the work-site activities, including maintaining daily logs of work-site activities, preparing weekly summaries, developing a portfolio, etc.</p> <p>A formal evaluation of the program and experience is completed by the student and employer.</p>	<p>Work-based learning opportunities include all from Level 4 with the exception of registered youth apprenticeships.</p> <p>There is a formal internship training plan for students and employers.</p> <p>The program actively solicits local businesses in the career area to provide work-based learning opportunities for students.</p> <p>A formal follow-up on work-based experience is done with employers and students.</p> <p>Students must evaluate and report on the experience.</p>	<p>Work-based learning opportunities include all from Level 4 with the exception of registered youth apprenticeships, internships, and cooperative work experiences.</p> <p>The program does not actively solicit local businesses in the career area to provide work-based learning opportunities for students.</p> <p>Students may or may not have to evaluate or report on the experience.</p> <p>There is no evidence of a link between classroom assignments and work-based learning experiences.</p>	No work-based learning opportunities are established.	

Quality Indicator 8 – Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	3.8
Cooperative education is available and meets 100% of the standards described in DESE policies.	Cooperative education is available and meets at least 85% of the standards described in DESE policies.	Cooperative education is available and meets at least 70% of the standards described in DESE policies.	Cooperative education is available but meets less than 70% of the standards described in DESE policies or is not available.	

CRITERIA 4 – ASSESSMENT

A system is in place to measure student progress through appropriate assessments.

Quality Indicator 1 – Effective assessment practices are used to monitor student learning and adjust instruction.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	4.1
Effective assessment practices are used to diagnose student progress, revise instructional strategies, and shared with students.	Effective assessment practices are used to report mastery of student achievement and results are shared with students.	Effective assessment practices exists and are not consistently utilized but are shared with students.	Effective assessment practices are used to report mastery of student achievement but results are not shared with students.	

Quality Indicator 2 – A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	4.2
The learning management system data is used systematically to diagnose student progress and classroom mastery of curriculum competencies to revise instructional strategies.	The learning management system is used to report mastery of student achievement and results are shared with students.	The learning management system is used to report mastery of student achievement but results are not shared with students.	The learning management system exists but is not consistently utilized.	

CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

Quality Indicator 1 – The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.1
The annual program of work is planned by chapter officers, instructor(s), and committee chairs with input from chapter members; is aligned with all of the goals and objectives; and is approved and implemented by all of the chapter members.	The annual program of work is planned by chapter officers, instructor(s), and committee chairs; is aligned with the majority of the goals and objectives; and is implemented by most of the chapter members.	The annual program of work is planned by the chapter officers and instructor(s), aligned with a limited number of the goals and objectives and has limited implementation.	The annual program of work has not been developed or is developed by the instructor(s), but is not aligned with the goals and objectives and is not implemented.	

Quality Indicator 2 – The CTSO program of work includes leadership skills, career competency, community service, and school service.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.2
The program of work includes all of the following: leadership skills, career competency, community service, and school service.	The program of work includes <u>three</u> of the four listed in Level 4.	The program of work includes <u>two</u> of the four listed in Level 4.	An annual program of work has not been developed or includes only one of the four listed in Level 4.	

Quality Indicator 3 – Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.3
CTSO programs and activities are consistently included as an integral part of the instructional program.	CTSO programs and activities are included as part of the instructional program.	A very limited number of CTSO programs and activities are included as an integral part of the instructional program.	CTSO programs and activities are non-existent or are related to the program/course but take place outside of the program/courses.	

Quality Indicator 4 – All students enrolled have the opportunity to participate in CTSO activities.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.4
100% of the students enrolled in the program participate in local or above activities annually.	70 to 99% of the students enrolled in the program participate in local or above activities annually.	50 to 69% of the students enrolled in the program participate in local or above activities annually.	Less than 49% of the students enrolled in the program participate in local or above activities annually.	

Quality Indicator 5 – The local CTSO chapter is recognized for meeting state and/or national organization standards.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	5.5
The local CTSO chapter, advisor/adviser, and/or members are recognized for participating in national organization programs and activities.	The local CTSO chapter, advisor/adviser, and/or members are recognized for participating in state organization programs and activities.	The local CTSO chapter, advisor/adviser, and/or members participate in programs and activities at the local level.	The local CTSO chapter is not recognized for meeting either state or national organization standards, but the advisor/adviser and/or members plan to participate in state/national organization programs and activities.	

CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

Quality Indicator 1 – The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.1
The written statement includes an educational mission, goals and objectives and was developed with input from all four of the following: parents/guardians, students, administration, and community/business/industry representatives.	The written statement includes an educational mission, goals and objectives and was developed with input from three of the sources listed in Level 4.	The written statement includes an educational mission, goals and objectives and was developed with input from at least one of the sources listed in Level 4.	The written statement does not include all three components or is non-existent.	

Quality Indicator 2 – There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, IRC results; student, graduate, and employer (if applicable) feedback; and trended data, as applicable.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.2
The program's improvement plan is specifically included in and is a priority in the district's school improvement plan. The annual improvement plan includes all of the following: measurable objectives, established performance measures for each measurable objective, an acceptable level of performance determined for each measure, an established procedure for gathering, analyzing, and reporting data relevant to each measure of performance, and an established procedure and timeline for reporting the outcomes and implementing corrective actions.	The program's improvement plan is specifically included in the district's school improvement plan. The annual improvement plan includes four of the five components from Level 4.	The program's improvement plan is generally included in the district's school improvement plan. The annual improvement plan includes three of the five components from Level 4.	The program's improvement plan is not included in the district's school improvement plan.	

Quality Indicator 3 – An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.3
A written annual program budget is collaboratively developed by the instructor(s) and administrator(s). It includes adequate funding for professional development, Career and Technical Student Organization, activities, equipment, maintenance, supplies, and materials.	The written budget reflects collaborative development by the instructor(s) and administrator(s). Funding is insufficient for only one category from Level 4.	The written budget reflects some collaborative development by the instructor(s) and administrator(s). Funding is insufficient for two or more categories from Level 4.	No budget exists.	

Quality Indicator 4 – The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.4
The instructor actively participates and takes a leadership role in ongoing, high-quality, program specific professional development activities and maintains professional certification and education in the appropriate discipline.	The instructor actively participates in ongoing, high-quality, program specific professional development activities or maintains professional certification and education in the appropriate discipline.	The instructor participates in a limited number of ongoing, high-quality, program specific professional development activities and has no additional industry certifications.	The instructor participates in little or no professional development activities and does not maintain professional certification and education the appropriate discipline.	

Quality Indicator 5 – Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented, and updated regularly.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.5
<p>Written agreements for the program are developed, implemented, and updated every three or fewer years.</p> <p>At least 50% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p>Written agreements for the program are developed, implemented, and updated five or fewer years.</p> <p>At least 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p>Written agreements for the program of study are developed and implemented but not updated or reviewed.</p> <p>Less than 25% of the program concentrators annually utilize dual enrollment, articulation, internships, etc.</p>	<p>No written agreements for the program of study are developed, implemented, and updated regularly.</p>	

Quality Indicator 6 – The program allows students to receive the CTE Certificate.

<input type="radio"/> Level 4	<input type="radio"/> Level 3	<input type="radio"/> Level 2	<input type="radio"/> Level 1	6.6
<p>Students enrolled in this program have the opportunity to receive the CTE Certificate and the data is reported in Core Data.</p>	<p>Students enrolled in this program have the opportunity to receive the CTE Certificate.</p>	<p>Only students enrolled in this program at the area career center have the opportunity to receive the CTE Certificate.</p>	<p>Students enrolled in this program are not given the opportunity to receive the CTE Certificate.</p>	

APPENDIX A

Suggested documentation/evidence for each criteria and quality indicator

The purpose of the suggested documentation/evidence is to provide a guide as to the types of information that one might assemble to document the level at which a program is meeting each quality indicator.

CRITERIA 1 – PROGRAMS OF STUDY

The district has implemented programs of study for each department-approved CTE program offered which sequences academics and CTE content, leading students to attain a postsecondary degree, industry-recognized certificate or credential (IRC), or entry into the workplace with a skill set conducive toward career advancement.

1.1 Vertically aligned and incorporated secondary and postsecondary education elements.

Suggested documentation/evidence:

1. Example of student's Individual Career and Academic Plan (ICAP) by career pathway
2. Sample postsecondary agreements/articulation/dual enrollment, etc.
3. See documentation for CTE Standard 2 Curriculum

1.2 Horizontally aligned academic and CTE content in a coordinated, non-duplicative progression of courses.

Suggested documentation/evidence:

1. See documentation for CTE Standard 2 Curriculum

1.3 Students and parents/guardians are informed of the opportunities available to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and/or apprenticeship agreements related to the CTE program.

Suggested documentation/evidence:

1. Student and parent/guardian communication regarding articulation/dual enrollment agreements
2. See documentation for CTE Standard 2 Curriculum

1.4 Leads to an industry-recognized certificate or credential (IRC) at the secondary level, if applicable and/or leads to an IRC and/or dual credit at the postsecondary level.

Suggested documentation/evidence:

1. IRC data (student enrollment, program concentrators, number of students tested, and number receiving IRC)

CRITERIA 2 – CURRICULUM

The CTE program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

2.1 The written curriculum guide includes the required MSIP6 components (TL3D), Career and Technical Student Organization (CTSO) leadership content and is aligned with appropriate state and national academic and technical standards (TL3E).

Suggested documentation/evidence:

1. Review of curriculum for the program indicates all required components are in place, the level of rigor for each measurable learning objective has been determined using DOK standards, essential content, skills, employability skills, and CTSO leadership content are incorporated and easily identified

2.2 The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.

Suggested documentation/evidence:

1. Dates of review and review participants' titles/positions (superintendent, business teacher, curriculum coordinator, etc.)

CRITERIA 3 – INSTRUCTION

Written curriculum drives classroom instruction.

3.1 Lesson plans and teaching calendars derived from the curriculum guide are used to direct the instructional process.

Suggested documentation/evidence:

1. Documentation of curriculum guides, lesson plans and teaching calendar including evidence of lesson content, objectives, standards met, and assessments

3.2 A variety of instructional methods and strategies are used to accommodate learning needs.

Suggested documentation/evidence:

1. Documentation of lesson plans indicating instructional strategies and learner accommodations
2. Classroom observation reports

3.3 Effective research-based classroom management techniques facilitate instruction.

Suggested documentation/evidence:

1. List of current classroom management strategies used for the program as measured through the instructor evaluation instrument
2. Classroom observation reports

3.4 Program goals, measureable learner objectives, assessment methods, and performance expectations are shared with students and parents/guardians prior to instruction.

Suggested documentation/evidence:

1. Student and parent/guardian communication

3.5 School, community, and industry resources are effectively used to achieve curricular and program goals.

Suggested documentation/evidence:

1. Stakeholder communication
2. List of program goals. Indicate whether goals were met or not met
3. List of school, community, industry resource partners

3.6 Appropriate technology, equipment, and instructional materials are utilized to support the curriculum and instructional process.

Suggested documentation/evidence:

1. A written annual plan of technology use
2. Current inventory of technology, equipment, and instructional materials
3. Documentation of career-related technology usage

3.7 Work-based learning supports program objectives, where appropriate.

Suggested documentation/evidence:

1. Documentation of work based learning policies; student learning expectations; student, school, and employer guidelines and expectations
2. Documentation of registered youth apprenticeships, internships, cooperative work experiences, mentorships, job shadowing, clinical rotations, and/or field trip agreements
3. Work logs detailing student experiences
4. CTE Certificate attainment

Resources:

- [Policies for Credit and Supervised Employment for Approved High School Cooperative Career Education Programs](#)
- Cooperative Career Education: Curriculum Framework: <https://dese.mo.gov/sites/default/files/bmit-cce-handbook.pdf>

3.8 Cooperative education is guided by DESE policies for credit and supervised employment for approved high school cooperative education programs.

Suggested documentation/evidence:

1. Course and/or program enrollment numbers, including current number of concentrators

CRITERIA 4 – ASSESSMENT

A system is in place to measure student progress through appropriate assessments.

4.1 Effective assessment practices are used to monitor student learning and adjust instruction.

Suggested documentation/evidence:

1. Examples of formative and summative assessments
2. List of methods used to improve student performance
3. Communication of assessment results shared with students and parents/guardians

4.2 A learning management system exists for reporting student progress and classroom mastery of curriculum competencies.

Suggested documentation/evidence:

1. Program competency profiles

CRITERIA 5 – CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

The appropriate CTSO is affiliated with the state and national organization and is an intra-curricular element of the program.

5.1 The CTSO program of work is aligned with the CTSO's goals and objectives and is developed annually by students and instructors.

Suggested documentation/evidence:

1. Program of work and minutes indicating how it was developed

5.2 The CTSO program of work includes leadership skills, career competency, community service, and school service.

Suggested documentation/evidence:

1. Program of work aligning activities with the demonstration of leadership skills, career competency, community service, and school service

5.3 Curriculum goals and objectives are achieved through the integration of CTSO programs and activities.

Suggested documentation/evidence:

1. Lesson plans demonstrating the use of CTSO programs/activities to support course content competencies

5.4 All students enrolled have the opportunity to participate in CTSO activities.

Suggested documentation/evidence:

1. Log of CTSO activities and student participation
2. Complete CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT table

Directions:

- Enter unduplicated enrollment for grades 9-12 for the current semester for the approved CTE program (only for the program area in which this form evaluates).
- Enter the current CTSO membership and calculate the percentage by dividing membership by enrollment for each program area.

CTSO MEMBERSHIP COMPARED TO PROGRAM ENROLLMENT				
PROGRAM AREA	UNDUPLICATED ENROLLMENT	CTSO	MEMBERSHIP	PERCENTAGE
Agriculture Education		FFA		
Business Education		FBLA		
Family Consumer Sciences & Human Services		FCCLA		
Health Sciences		HOSA (recommended) or SkillsUSA		
Skilled Technical Sciences		SkillsUSA		
Marketing and Cooperative Education		DECA		
PLTW – Computer Science		TSA		
PLTW – Engineering		SkillsUSA or TSA		
PLTW – Biomedical Science		HOSA (recommended) or SkillsUSA		
Technology Education		TSA		

5.5 The local CTSO chapter is recognized for meeting state and/or national organization standards.

Suggested documentation/evidence:

1. List of regional, state, and national recognitions

CRITERIA 6 – PROGRAM MANAGEMENT AND PLANNING

A system of data collection and evaluation provides the information necessary for program review and management for continuous improvement so that students are prepared for postsecondary success leading to quality employment opportunities.

6.1 The program has a written statement of educational mission, goals and objectives which is developed with input from the program advisory committee that includes parents/guardians, students, administration, community/business/industry representatives with a relevant background.

Suggested documentation/evidence:

1. Copy of written statement of educational mission, goals and objectives
2. Student/District handbook
3. List of program advisory committee members, including their role on the committee
4. Copy of the most recent advisory committee meeting minutes

6.2 There is a written plan to annually evaluate the continuous improvement of the effectiveness of the program to include, but not limited to, IRC results; student, graduate, and employer (if applicable) feedback; and trended data, as applicable.

Suggested documentation/evidence:

1. Copy of program's written evaluation plan
2. Copy of district's school improvement plan which includes CTE program improvements
3. List of program improvements from the past three years
4. Recommendations from third party accrediting bodies/regulatory agencies

6.3 An annual program budget is collaboratively developed by the instructor(s) and administrator(s) to provide adequate funding for professional development, Career and Technical Student Organization activities, equipment, maintenance, supplies, and materials.

Suggested documentation/evidence:

1. Copy of written annual program budget
2. A description of how the budget was developed

6.4 The qualified instructor participates in ongoing, high-quality, program specific professional development activities.

Suggested documentation/evidence:

1. List of professional development activities that the instructor has participated in during the past three school years
2. Copy of professional licensure/certification, as appropriate
3. Copy of transcripts
4. Professional development log

6.5 Written agreements (dual enrollment, articulation, internships, affiliation agreements, etc.) are developed, implemented, and updated regularly.

Suggested documentation/evidence:

1. Provide the number of completers who participated in the available programs and courses in the last three years.

6.6 The program allows students to receive the CTE Certificate.

1. List of CTE Certificate recipient numbers in this program

Common CTE Criteria and Quality Indicators Program Improvement Plan

PROGRAM				DATE	
INSTRUCTOR					
Standard # Indicator #	Specific Issue to be Addressed	Action Item	Target Date for Completion	Check when complete	
SIGNATURES					
INSTRUCTOR					
ADVISORY COMMITTEE CHAIR					
SCHOOL ADMINISTRATOR					

APPENDIX C

All CTE programs must be in compliance with the program assurances.

CTE IN-PERSON PROGRAM ASSURANCES

- The program's teacher(s) or teacher(s) of record must have appropriate Missouri CTE certification/licensure to include any teacher offering supplemental virtual instruction.
- Facilities and equipment must be safe, adequate, and appropriate to meet program goals and content standards.
- Articulation/Dual credit agreements must be implemented with the appropriate postsecondary institution within one year of program startup.
- The in-person CTSO provider must apply for the charter/affiliation and operate all CTSO programming at the approved building of the program through an approved CTE teacher of record.
- A fully-aligned, competency-based curriculum must be developed prior to beginning instruction.
- The program's teacher(s) or teacher(s) of record must have appropriate Missouri CTE certification/licensure to include any teacher offering supplemental virtual instruction.
- Facilities and equipment must be safe, adequate, and appropriate to meet program goals and content standards.
- Articulation/Dual credit agreements must be implemented with the appropriate postsecondary institution within one year of program startup.
- The in-person CTSO provider must apply for the charter/affiliation and operate all CTSO programming at the approved building of the program through an approved CTE teacher of record.
- A fully-aligned, competency-based curriculum must be developed prior to beginning instruction.
- Current state program standards and any additional CTE program area minimum standards must be met.
- MOCAP or other online, virtual, or computer-based courses must align to the current CTE program area standards and competencies, have an appropriately certified teacher of record, and be a course included in a DESE-approved CTE program area for all supplemental instruction.
- The program must transition to the appropriate program of study.
- Students must have an opportunity to earn three credits in a program of study/pathway.
- The CCQI program evaluation tool will be submitted as prescribed by DESE, along with any required CTE program area minimum standards documentation.